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BOOK REVIEWS

Ueber die Reformmethode in Amerika. Vier Vorträge während der Marburger Ferienkurse 1914. Von CARL A. KRAUSE, PH.D. Mit einem Begleitwort von MAX WALTER. Marburg: N. G. Elwert'sche Verlagsbuchhandlung, 1914. Pp. viii+67.

Dr. Krause is well known in this country, not only as the coeditor of the "Walter-Krause German Series" (Scribner), but also as one of the foremost champions of the direct method of teaching modern languages. His recently issued booklet *Ueber die Reformmethode in Amerika* will be welcomed by all progressive language teachers as a valuable contribution to modern-language methodology. The titles of the lectures are: (1) "Einleitende und lautliche Schulung," (2) "Grammatischer Unterricht," (3) "Lehrpläne und Prüfungen," (4) "Amerikas Beitrag zur neusprachlichen Methodik."

By way of introduction the author calls attention to the difference between American and German schools as to school system, coeducation, mixture of races in America, length of school year, age at which modern languages are begun, etc. Then follows a brief sketch of the rise of modern-language instruction in America, due largely to Viëtor's reform. The main points of the first lecture are: (1) We understand by the direct method a direct appeal to the learner through the foreign language by making the spoken word the basis of instruction; (2) the aim is to secure a reasonably accurate pronunciation, precision in the use of words, a clear understanding of grammatical relations, and an interest in the foreign language which makes for better international relations; (3) this aim may be reached by having live teachers, trained in phonetics, and by the use of modern textbooks.

In his second lecture Dr. Krause rightly insists on the inductive teaching of grammar. Authorities like John Locke, Karl Kühn, Viëtor, and Jespersen are cited. The procedure is illustrated by a number of lessons taken from Walter-Krause, *Beginners' German*. The third lecture discusses the reading-matter for the different grades and the changes in the Regents' examinations in the state of New York since 1910. To the old examination questions (which were no real test of the student's knowledge) were added dictation, ability to read the foreign language aloud, free reproduction of the material read, ability to write a short letter or paragraph on some recent event in the student's life. In the concluding lecture America's contribution to the literature on language teaching is summed up. The statistics are taken, in part, from Handschin, *The Teaching of Modern Languages in the United States* (the American "Breymann"). From 1875 (one article) there has been a steady

increase in publications up to the high-water mark in 1904 (37 articles). In recent years the most active advocates of a direct method have been E. W. Bagster-Collins, S. W. Cutting, C. H. Handschin, C. M. Purin, C. A. Krause, William R. Price, Julius Sachs, and William B. Snow.

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The High School. By JOHN ELBERT STOUT, Professor of Education, Cornell College, Iowa, with Introduction by LOTUS D. COFFMAN, PH.D., Professor of Education, University of Illinois. Boston: D. C. Heath & Co., 1914. Pp. xxiii+322.

The field of secondary education, long neglected by writers on educational subjects, is beginning to bring forth an abundant crop. Two types of books dealing with the problems of secondary-school administration have appeared, one treating in a wholly formal manner the existing forms of organization and work of the high school, the other presenting, under the editorship of a single person, a group of chapters covering the entire field of high-school administration, each written by someone regarded as expert in the subject upon which he writes. Examples of the former type are Brown's *The American High School* and Hollister's *High School Administration*; of the latter type are Johnston's *High School Education* and Monroe's *Principles of Secondary Education*. The latest book to appear is *The High School*, by Professor John Elbert Stout. This book avoids the formal character of the one type, and, on the other hand, shows a fundamental unity quite lacking in the other type. The author undertakes to define the aim of secondary education in terms of social efficiency. To secure this aim he makes a careful examination and suggests a reorganization of the means employed—curriculum, organization, and teaching. Part I deals with the function of the high school, in which are taken up, among other topics, the physical aspects of education, vocational training and guidance, preparation for leisure occupations, preparation for college, and the education of girls. Part II deals with the organization and administration of the high school, including the selection and organization of material making up the curriculum and the social organization in its relation to the curriculum, school government, equipment, and teaching.

Although the point of view is not new, the author has here given the most complete and consistent application of it to the organization of the high school that we have yet seen. Neither is the treatment radical. He advocates the elimination of some useless material to which tradition has assigned value; but in the main he would use the old subjects of the curriculum shot through with a new social motive.

The material of the book has grown out of courses in school administration which the author has given to prospective high-school teachers. The reader is likely to miss much concrete illustrative material which classroom discussion